

Orientation and Implementation Path of the Innovation and Entrepreneurship Education for College Students in the New Era

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Abstract: The innovative thoughts on instructional management in the new era have brought forth refreshingly different ideas for the pressing reform to the orientation and implementation path of innovation and entrepreneurship education for college students. Colleges and universities must attach particular importance to the reform and innovation of the innovation and entrepreneurship education system, practice system and service system, and meticulously coordinate the total-factor resources for innovation and entrepreneurship as a whole, thereby contributing to the leap-forward development of the innovation and entrepreneurship education ecosystem.

1. Introduction

Presently, the spoon-feeding innovation and entrepreneurship education, which is inadequate of interactivity, heuristics and inquiry-based learning, is still the mainstream way of teaching in colleges and universities, and it has pointed to a wide array of problems, such as the lack of interaction between teachers and students, low student participation, deviation of course content from realities, dull classroom atmosphere, etc. In terms of top-level design, practice model and teacher management, colleges and universities tend to get confused in pushing the reform of innovation and entrepreneurship education [1].

2. Orientation of the Innovation and Entrepreneurship Education for College Students in the New Era

The innovative thoughts on instructional management as well as the novel information management tools in the new era can help accurately understand the learning needs of students, create high-quality and open-access innovation and entrepreneurship educational resources, carry out independent and personalized teaching, achieve scientific instructional management, and establish democratic teacher-student relationship. Adhering to the principle of "student-centric", innovation and entrepreneurship education in the new era must pay respect to the individualized development of students, take account of the diversity and differences in student development [2], fully mobilize the potential of students, and contribute to the fostering of innovative talent.

3. Implementation Path of the Innovation and Entrepreneurship Education for College Students in the New Era

3.1 Strengthen Top-level Design and Provide Organizational Guarantees for the Innovation

and Entrepreneurship Education

3.1.1 Set up an Innovation and Entrepreneurship Education Steering Group with Dual Leaders

Colleges and universities must attach great importance to innovation and entrepreneurship education, set up an innovation and entrepreneurship education steering group with the secretary-general and principal acting as the leaders, and establish an Innovation and Entrepreneurship Department run by an independent entity (the steering group office shall be hosted in the Innovation and Entrepreneurship School) to coordinate the work of innovation and entrepreneurship education across the campus. The functional departments such as the Academic Affairs Office, the Student Affairs Office, the Youth League, the Finance Office, the Research Office, the Personnel Office, the External Cooperation and Exchange Office, the Asset Office and the Logistics Management Office, as well as various departments and schools, shall become the members of the Steering Group to bring into shape a joint discussion and collaborative promotion mechanism for cultivating innovative entrepreneurship talent and for coordinating the regular discussion and implementation of related work. Colleges and universities must regard the innovation and entrepreneurship education as a key task, include the goals and requirements of innovation and entrepreneurship education into their development and talent fostering plans, and take the promotion and implementation of innovation and entrepreneurship education reform as one of the important tasks of talent training subject to the annual assessment [3].

3.1.2 Establish a Working Mechanism of "Two-level Linkage" and "Collaborative Fostering" for Innovation and Entrepreneurship Education

Colleges and universities must establish a division-level Innovation and Entrepreneurship Department run by an independent entity, with the responsible high-ranking official serving as the Dean and the heads of the Youth League Committee, the Academic Affairs Office and the Student Affairs Office serving as Deputy Deans to gather resources, carry out comprehensive reforms and coordinate the work of innovation and entrepreneurship education across the campus. Each department or school must set up a fully functional innovation and entrepreneurship center, with the Secretary and Dean (Director) of the department/school serving as the Director-General, the Deputy Dean (Deputy Director) for Academic Affairs serving as the Executive Deputy Director-General, and the Deputy Secretary serving as the Deputy Director-General, thereby putting into implementation the mechanism of two-level linkage between the Innovation and Entrepreneurship Department and the department/school based innovation and entrepreneurship center.

3.1.3 Focus on the orientation of comprehensive reform and gather enabling resources

Build a comprehensive innovation and entrepreneurship practice platform and an entrepreneurial incubation chain for graduate students. Colleges and universities must host mass innovation and entrepreneurship spaces that integrate the three functions of "display and demonstration, innovation and entrepreneurship education, and comprehensive innovation and entrepreneurship services for graduate students", and in turn build a comprehensive innovation and entrepreneurship practice platform for graduate students. Efforts shall also be made to build the "nursery-incubator-accelerator" integrated entrepreneurial incubation chain as per the principle of "one park, multiple zones and phased construction"[4].

Simultaneous measures and broad coverage to optimize and integrate funding resources. Each year, college and universities must allocate sufficient special funding for innovation and entrepreneurship, which shall be used by the Innovation and Entrepreneurship Department in a coordinated way to effectively cover the funding requirements for innovation and entrepreneurship education, practice, services, research, and software and hardware construction. Colleges and universities must actively implement the relevant measures of the two-level linkage mechanism, promote the in-depth implementation of innovation and entrepreneurship education, and vigorously solicit and integrate the charity funding and venture capital of off-campus enterprises to support students' entrepreneurship activities.

3.2 Vigorously Promote the Educational Reform and Focus on Building a Distinctive Innovation and Entrepreneurship Education System

3.2.1 Serve the Goal of Fostering Application-oriented Talent and Promote the In-depth Integration of Innovation and Entrepreneurship Education with Major-based Education

Colleges and universities must adhere to the close combination of "learning, practice, research and innovation", strengthen the reform of practical teaching and innovation and entrepreneurship education, integrate innovation and entrepreneurship education into the entire process of talent fostering, and develop a whole-new atmosphere of the active participation of teachers and students. In the talent fostering plan, colleges and universities must clarify the goals and requirements of innovation and entrepreneurship education, and include such goals and requirements into the performance assessment of respective departments (schools). Colleges and universities must define the credits required for innovation and entrepreneurship education, focus on the combination of major-based education with innovation and entrepreneurship education, roll out the reform of innovation and entrepreneurship integrated education, and single out the pilot innovation and entrepreneurship majors and specialty courses that can be hosted in the school. Taking the very opportunity of the reform of the "Second Classroom Academic Report" as an opportunity, colleges and universities can, through the innovation and entrepreneurship center of respective departments/schools, formulate the innovation and entrepreneurship capacity building plans for college students, develop an educational model that integrates quality development, knowledge lecturing, capacity building and innovation and entrepreneurship education, promote the curriculum construction of innovation and entrepreneurship activities, and quantify the criteria for assessing students' innovation and entrepreneurship capabilities through a point system.

3.2.2 Build a Hierarchical, Progressive, Three-dimensional and Diversified Innovation and Entrepreneurship Curriculum System

Colleges and universities must gradually build a hierarchical and progressive curriculum system consisting of general education courses, innovation and entrepreneurship curriculum group, and innovation and entrepreneurship featured course series. Firstly, it is necessary to strengthen the construction of the general education curriculum platform, launch required general education courses for all students, vigorously promote the work of "Second Classroom Academic Report", and bolster the quality-oriented fostering of students for innovation and entrepreneurship. Secondly, efforts must be made to promote the categorized and gradual establishment of an innovation and entrepreneurship curriculum group. Colleges and universities must direct all majors to carry out innovation and entrepreneurship integrated curriculum reform, gradually establish an innovation entrepreneurship curriculum group by launching featured courses on innovation and entrepreneurship, and roll out elective entrepreneurship courses (at school level) and major-specific elective entrepreneurship courses (at major level). Thirdly, efforts can also be made to institute an entrepreneurship elite class (second Bachelor's degree) by leveraging the school's premium resources of its business and other featured majors.

3.2.3 Vigorously build a competent team of innovation and entrepreneurship teachers through scientific planning, internal fostering and external introduction

We must attach importance to the communication and education of innovation and entrepreneurship culture among teachers. We must take innovation and entrepreneurship education as an important component of pre-job orientation, curriculum rotation and backbone teacher training to strengthen their sense of responsibility towards innovation and entrepreneurship education. We must articulate the concept of integrating innovation and entrepreneurship education into major-based education and the corresponding assessment and incentive mechanisms, take the performance of innovation and entrepreneurship education as an indicator for professional title evaluation, and synergize the reform of innovation and entrepreneurship education [5].

We must strengthen the building of a team of full-time teachers for innovation and entrepreneurship education and entrepreneurship guidance. We must formulate the training and

advanced study plans for innovation and entrepreneurship teachers, cultivate teachers with expertise in "teaching, guidance, practice and management", and mobilize teachers of general education courses to attend a variety of basic training on entrepreneurship, training of instructors for innovation and entrepreneurship contests and innovation and entrepreneurship education visits and exchanges.

We must set up an innovation and entrepreneurship mentor database at both school and department levels, and ratchet up the implementation of the dual-mentor system characterized by "professional instructor + entrepreneurship mentor" and "on-campus mentor + off-campus mentor".

3.3 Integrate Educational Resources and Build an Innovation and Entrepreneurship Practice System

3.3.1 Integration and Linkage: Build an Online + Offline Innovation and Entrepreneurship Practice Platform

As for offline, we can set up a comprehensive innovation practice platform for graduate students through the "Mass Innovation and Entrepreneurship Space" and build the entrepreneurial incubation chain through the "nursery-incubator-accelerator" integrated entrepreneurship park. As for online, we must strive to build an all-inclusive innovation and entrepreneurship information service system, thereby carrying out effective management and delivering targeted services through the student innovation and entrepreneurship project system, the incubator information management system and the contest management system [6].

3.3.2 Project Planning: Innovation and Entrepreneurship Practices and the Cultivation of Innovation and Entrepreneurship Culture

We must strengthen the planning and management of various practical activities such as teacher-student innovation and entrepreneurship projects, contest projects and off-campus cooperative projects. First, we must allocate special funds for rolling out the school's own innovation and entrepreneurship training program for college students, vigorously implementing the innovation and entrepreneurship training program for undergraduate students, and facilitating innovation and entrepreneurship projects. Second, we must compile the catalogue of discipline-specific contest plans and the catalogue of first-tier contest plans in order to render full support to the projects competing in the innovation and entrepreneurship contests. We must introduce incentive measures for college students' innovation and entrepreneurship contests, thereby strengthening the support for three major innovation and entrepreneurship contests ("Internet+", "Challenge Cup" and "Creative Youth") in terms of reward, research result recognition, workload, and credit point recognition. Third, we must leverage the cooperation platforms between universities and local governments at all levels to carry out cooperation in innovation and entrepreneurship practices [7]. Meanwhile, we must enact an official document on further promoting the school-business cooperation and industry-education-research integration in carrying out innovation and entrepreneurship education, thereby clarifying relevant standards and requirements, standardizing the main scope of school-enterprise cooperation and industry-education-research integration and establishing work ledgers.

4. Conclusion

In the new era, colleges and universities must identify the appropriate orientation of innovation and entrepreneurship education and the step-by-step implementation plan that best cater to its own characteristics. On the basis of building the innovation and entrepreneurship education system, practice system and service system, colleges and universities must give full play to the centric role of the Innovation and Entrepreneurship Department in coordinating the total-factor resources for innovation and entrepreneurship as a whole, ratcheting up software and hardware construction (such as institutional arrangements, hierarchical design, project planning, base platform, etc.), coordinating the scientific process stimulation and feedback by various functional departments, and arousing the enthusiasm and creativity of the innovation and entrepreneurship education

participants from respective departments, thereby bringing into shape an enabling innovation and entrepreneurship education ecosystem.

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